

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

ACADEMIC SENATE - AGENDA

February 8, 1983

UU 220

3:00 PM

Chair, Jim Simmons
Vice Chair, Ron Brown
Secretary, Barbara Weber

- I. Minutes
- II. Announcements
- III. Reports

Administrative Council (Weber)
CSU Academic Senate (Hale, Riedlsperger, Weatherby)
Foundation Board (Simmons)
President's Council (Simmons)

IV. Committee Reports

The Chair requests written reports for this meeting.

V. Business Items

- A. Resolution on the Campus Disaster Plan (Lutrin) (Second Reading) (Attachment)
- B. Resolution on Academic Promotions (CAM 342.2) (Murray) (First Reading)
(Attachment)
- C. Resolution on Add-Drop Policies (Scriven) (First Reading) (Attachment)
- D. Resolution Regarding the Fiscal Crisis Facing Higher Education
in the State of California (Conway) (First Reading) (to be distributed)
- E. Mission Statement for Cal Poly (Gamble) (First Reading) (Attachment)

RESOLUTION

November 22, 1982

BACKGROUND

In the fall of 1980 a Campus Disaster Plan was formulated under the aegis of the Director of Public Safety. In the winter of 1981 the Academic and Student Senates found the Plan wanting on both procedural and substantive grounds and asked that a broadly-based committee be promulgated to come up with a satisfactory emergency plan for the University; in addition the Academic Senate asked that the President not put the Disaster Plan into effect because of the shortcomings. The President, in response, directed that a university-wide committee, The Disaster Preparedness Task Force, be formed under the Director of Public Safety. He, however, declared that the Campus Disaster Plan would be operational until another document was approved.

The Task Force held its initial meeting in June of 1982. This committee originally consisted of 14 members but later was expanded by the Public Safety Director to 16 members. Of this number, two members are from the faculty and two from the student body. After four meetings, the Task Force in November 1982 approved the Campus Disaster Preparedness Plan for Peacetime Emergencies by a 10-4 vote (two members were absent), with the four faculty and student members opposed. The approved document consists both of a general section and then some 13 subsections corresponding to a like number of potential emergencies on campus. The Plan is now being edited and then will be sent to the Public Safety Advisory Committee. At the same time, the Academic and Student Senates are being informed about this newest version of the Emergency Plan by their student and faculty committee members and asked to consider the adequacy of this version and respond appropriately.

RESOLVED, That the Academic Senate requests that the President direct the Public Safety Advisory Committee to prepare the 13 Subplans referred to in the October 5, 1982 memo of the Director of Public Safety. Specifically, each of the Subplans should consider the following subjects, among others, where appropriate:

- a. That adequate attention has been paid to the needs of the handicapped;
- b. That adequate numbers of safety personnel will be available to deal with the particular emergency;

- c. That the safety personnel have received adequate training for their special tasks for the different emergencies;
- d. That sufficient equipment exists to effectively react to the different emergencies;
- e. That adequate advance planning has taken place to permit effective evacuation of the campus, if necessary, for the different emergencies;
- f. That adequate advance planning has taken place to permit effective sheltering of the campus population, if necessary, for the different emergencies; and
- g. That adequate emergency plans and/or informational material be made available for the various departments and other units on campus as well as for the campus community in general.

BE IT FURTHER RESOLVED, That the Academic and Student Senates be given copies of the entire package of Subplans when extant as part of the campus review process of Campus Disaster Plan; and

BE IT FURTHER RESOLVED, That the President not approve the Plan until the other resolved clauses have been fulfilled.

Memorandum

RECEIVED

To : J. Simmons, Chairman
Academic Senate

DEC 7 1982 Date : December 3, 1982

File No.:
Academic Senate

Copies : H. West
J. Landreth

From : R.C. Brug **R.C. Brug**
Director of Public Safety

Subject: RESOLUTION: CAMPUS DISASTER PREPAREDNESS PLAN

After reading the resolution regarding the campus Disaster Preparedness Plan, I would like to respond and request that you make this information available to the members of the Academic Senate when you are discussing the resolution:

1. Foreword of Resolution

As the resolution indicates, the President appointed a Disaster Preparedness Task Force with representation of faculty, staff and students to review the draft Disaster Plan and make recommendations, corrections, changes, etc. This committee is a broadly based committee, allowing total university representation. After five meetings and considerable staff work, the Task Force, by majority vote (10-4), recommended that the latest edition of the Plan be submitted to the Public Safety Advisory Committee for review, recommendations and action. Two members of the Task Force were absent during the meeting that the vote was taken, however, each voted by sealed ballot which was opened at the meeting. A copy of all minutes, agendas and correspondence was forwarded to the Chairman of the Academic Senate for review.

During the first meeting, it was emphasized that members of the Task Force were to communicate with the area they represented regarding any changes, recommendations, etc. I assume that the faculty representatives gave reports and updates to members of the Academic Senate as well as other faculty groups. The request that this be done is documented in the minutes of June 4, 1982: "It was emphasized that each member of the Task Force coordinate/communicate with the area they represent and solicit feedback and recommendations. It is important that the campus community is aware of the progress of the Task Force and that all feedback is welcome and will be considered." The minutes of the meetings were also available to the members of the Senate (sent to Chairman).

The newest edition was printed by Duplicating Services and finalized on December 3, 1982 (copy attached). This will provide you and the Senate an opportunity to review the document.

2. Definition of the Plan

I feel it is important that when reviewing the latest edition, the definition of the document be discussed:

"A basic plan defined as "an administrative guide outlining action

steps for those offices, departments and individuals providing essential services in the event of an emergency." (Outlined in Foreword of the Plan.)

The Plan is not intended to advise every individual on campus what to do in the event of an emergency. Upon adoption of this edition of the basic plan, it is the intent of the Disaster Preparedness Task Force to review further planning efforts such as, building monitor programs, shelter leader programs, resource lists, handicapped evacuation procedures, building assessment/capacity/safety, educational materials to be distributed to the community, etc. When completed and approved, these procedures/guidelines will be added to the basic plan, which will be bound in loose leaf binders.

It is important that the basic plan be approved so that procedures for offices, departments and individuals providing essential services in the event of an emergency can be implemented.

3. RESOLUTION - Needs of the handicapped

Care for the handicapped is a major concern of the Department of Public Safety and members of the Disaster Preparedness Task Force. The Plan designates our Fire Section the responsibility of evacuating handicapped persons in the event evacuation is necessary. Work is now in progress for designating sanctuary points in multistoried buildings where handicapped persons may take shelter and be immediately reached for evacuation. A committee is being formed with the Handicapped Services Office to provide those who are handicapped to have input in the planning process.

4. Adequate numbers of safety personnel available to deal with the particular emergency

The Department of Public Safety, with available resources, has ongoing call back procedures to deal with emergencies. Sufficient personnel were made available to handle past emergencies, i.e., murder on campus, chemical spill in creek, P.C.B. leaks in buildings, flooding, felony suspect hidden in surrounding area, etc. Forty-one persons from Public Safety, Plant Operations and Housing have been trained in the use and reading of dosimeters in the event of a radiation accident. These persons will be available to serve as shelter leaders and field teams. Training of additional personnel will be ongoing.

5. Safety personnel have received adequate training for their special tasks for the different emergencies

Public Safety personnel are trained on an ongoing basis in emergency response procedures, i.e., chemical spills, fire, explosions, evacuation procedures, radiation accidents, extrication of victims, etc. Training is a very high priority and I would state that overall, university Public

Safety personnel receive more training than the average municipal or county safety personnel. Personnel are updated yearly in C.P.R. and other emergency techniques. All are trained in emergency response procedures and the Fire Section personnel are trained in extrication of victims.

Since the planning process has been in operation, the Department of Public Safety and other university departments have participated in the following drills:

A. Explosion/Fire

Personnel from Public Safety, the Health Center, Transportation Services and Plant Operations participated in an explosion/fire training drill. The drill included approximately seventy-five (75) student victims, some of which were transported to the Health Center for treatment. Mutual aid agencies such as the California Department of Forestry, an ambulance company, etc. also participated in the drill.

B. Serious Bus/Vehicle Accident

Personnel from Public Safety, the Health Center and Transportation Services participated in a serious bus/vehicle accident drill as did the S.L.O. Ambulance Company. Student victims were transported utilizing available campus vehicles to the Health Center for treatment. The entire Health Center staff was involved in this exercise.

C. Simulated Accident at the Diablo Canyon Power Plant (1981)

Public Safety staff participated in a county-wide drill. Plans, call back and emergency notification procedures were tested.

D. County-wide Diablo Canyon Power Plant Emergency Exercise (10-20-82)

The basic Disaster Preparedness Plan was tested during this drill. Notification procedures were tested as well as total activation of the campus' Emergency Operations Center. The Center was completely staffed and participated in the decision-making process for the duration of the exercise.

E. Evacuation Drills

The Fire Section of the Department of Public Safety has conducted evacuation drills at the resident halls. Foundation staff have conducted emergency evacuation drills at the dining complexes, Vista Grande, etc.

Training for the campus community is in the planning stage. It has been recommended that training be conducted in the same manner as other programs, i.e., crime prevention, C.P.R. (approximately 400 campus people have been trained in C.P.R.).

6. Sufficient equipment exists to effectively react to the different emergencies

During the past few years, the Department of Public Safety has acquired equipment to be used during a disaster. We enjoy the most sophisticated equipment in the county to deal with emergencies such as chemical spills. This equipment includes breathing apparatus, protective clothing, extrication equipment as well as emergency medical supplies and equipment. We have just acquired five field kits for a radiation accident as well as numerous pocket dosimeters. Ten more field kits are on order. The chemical spill equipment proved valuable at the creek spill incident last year. Safety equipment as well as training has been provided for P.C.B. leaks and other such emergencies.

Emergency medical equipment/supplies are available on our fire apparatus for immediate response. Dosimeters are available for responding personnel as well as other equipment. This equipment may be viewed by a visit to the Department of Public Safety. Emergency communication equipment, emergency telephones, etc. are in place at the Department of Public Safety as well as access to the campus public address system. Additionally, we have a hotline connecting the Department of Public Safety with the County Emergency Operations Center.

7. Adequate advance planning has taken place to permit effective evacuation of the campus, if necessary, for the different emergencies

The latest edition of the basic plan outlines evacuation procedures as well as evacuation areas and staging areas. The planning process has been coordinated with the County Office of Emergency Services and the Plan coordinates with the county-wide plan.

8. Advance planning has taken place to permit effective sheltering of the campus population, if necessary, for the different emergencies

The latest edition of the basic plan outlines emergency sheltering procedures as well as locations of designated sheltering areas. A contract is now being finalized for a consultant group to conduct a sheltering analysis of campus buildings. This survey will begin during the month of December. When the basic plan is approved, specific information to the community can be formulated and distributed. This planning process has been ongoing for the past two years.

9. Adequate emergency plans and/or informational material be made available for the various departments and other units on campus as well as for the campus community in general

Some time ago, an Emergency Procedures Manual was distributed to each campus office and rooms in the resident halls. This manual included

J. Simmons
December 3, 1982
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information on fire, explosion, chemical spill, crime in progress, bomb threat, etc. Information regarding a nuclear accident, evacuation, etc. will be included in the future.

Conclusion

The present edition of the Emergency Preparedness Plan is a basic plan. Additions will be developed and implemented regarding areas of concern. Those who have experience in the emergency planning process know that this is the way the planning process evolves. Emergency planning is an ongoing effort.

The State Office of Emergency Services and professionals in the disaster planning field feel the basic plan is adequate. Our recent drill proved that the plan is operational. It is of utmost importance that the basic plan be approved so that these procedures can be put in place. Planning is a time consuming process, however, basic procedures must be operational immediately.

It is the intent of all those involved in the emergency planning process to do everything possible to assure that Cal Poly is a safe environment. We solicit constructive suggestions, recommendations, etc. to improve the newest edition of the Plan and the planning process.

I realize that it is difficult not to discuss controversial issues, however, it is essential at this time to ensure that the campus community is on its way to being ready for any emergency. The basic plan is a step in the right direction and will serve as a foundation for further developments. I would hate to think that a person could be killed or injured due to continued discussion regarding "what we should have," rather than, "here is what we have - let's expand it and make it better."

RCB:da

Attachments

Memorandum

To : ✓ Long Range Planning Committee

Date : January 7, 1983

File No.:

Copies :

From : James E. Simmons
Chair, Academic Senate

Subject: Mission Statement

Attached is a memorandum from Vice President Fort regarding the Mission Statement for Cal Poly. Please review this proposal and forward any comments/recommendations to the Academic Senate Office no later than January 20, 1983. If Senate action is needed, this deadline will ensure inclusion on the January 25, 1983 Executive Committee agenda.

Memorandum

To : James Simmons, Chair
Academic Senate

DEC 9 1982

Academic Senate

Date : December 7, 1982

File No.:

Copies :

From : Tomlinson Fort, Jr.
Vice President for Academic Affairs

Subject: Mission Statement

Following up on our several conversations, this memorandum formally transmits to you a Mission Statement for Cal Poly. This Statement was drafted by the Academic Planning Committee last year. It has, subsequently, been reviewed by my office. I endorse this Statement and recommend similar action by the Academic Senate.

Attachment

Tomlinson Fort, Jr.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO

Mission Statement

(Revised Draft)
December 1, 1982

California Polytechnic State University, San Luis Obispo, is committed to the following fundamental objectives:

1. Promotion of excellence of academic and professional endeavor
2. Continuation of a polytechnic program emphasis within the university

It is recognized that all degree programs have a common base in the arts, humanities, and sciences. The polytechnic program emphasis at Cal Poly means a continued commitment to programs which:

- (a) are derived from the basic sciences
- (b) make extensive use of the scientific method
- (c) involve the application of knowledge of the basic sciences to the solution of technical problems.

Examples of such programs are within the fields of agriculture, applied science and mathematics, architecture, engineering, and business. As science and technology evolve, new academic programs and new emphases within existing programs will come into being. Others, becoming less significant or even obsolete, will be altered or eliminated.

Another equally important manifestation of the polytechnic emphasis at Cal Poly is that many of the university's academic and professional programs are imbued with a sense of the applied and the practical. In essence, Cal Poly's programs emphasize the applied without neglecting the importance of principle and theory.

A polytechnic university recognizes the important roles played by the arts, humanities and sciences and has a special responsibility to ensure that its students are intellectually broadened and challenged by exposure to them. While emphasizing polytechnic programs, the university affirms the importance of offering and sustaining selected programs of high quality in the arts, humanities and sciences.

3. Continuation of an emphasis on undergraduate education

Believing that it is appropriate for some institutions to emphasize undergraduate education and that Cal Poly, by virtue of historic development and present resources, is especially capable of doing so, this

university chooses to give primary attention to its undergraduate programs. Selected graduate programs are offered to enrich and supplement the undergraduate experience and to further the mission of the university.

4. Promotion of a lifetime commitment to intellectual, professional, and personal growth within our faculty and students

The university is committed to establishing and maintaining an educational environment wherein its faculty and students are encouraged to pursue continual intellectual, professional and personal growth.

Faculty are stimulated to challenge their professional standards of excellence via basic and applied research, professional consultation, participation in professional organizations and other forms of development. The university will seek to create conditions where these activities are the natural outgrowth of the faculty's value of excellence.

Commitment to inquiry and the search for truth is a foundation for intellectual and personal growth. The university is committed to the principle that continuing personal and professional development is crucial to the success of its graduates. Graduates and faculty, needing to adapt to an ever-changing societal and professional environment, should have a growing ability to appreciate and deal with the complexity and uncertainty surrounding the human condition. They also should be able to make well-reasoned judgments about the appropriate use of the knowledge and skills acquired at the university and throughout later life.

Professional growth goes hand in hand with intellectual and personal growth. A commitment to all three is a sign that the individual is concerned with the improvement of the human condition.